



Urban Arts Partnership
Curriculum Map
2012-2013

Name: Yahoteh Kokayi
School: P.S. 89
Grade/Class: 4th - 8th grade
Art Form: Percussion

Program Overview and Goals

Program Summary/Goals

What do you want to teach and the goals that you want to accomplish?

My program is centered around the concepts of 'rhythm' and 'voice'.

'Rhythm' is what moves us, and 'Voice' states the meaning of/for our movement.

By the end of the year, students will

1. be able to 'find' rhythm in their words
2. have begun grouping words into rhythmic phrases and creating open pieces
3. understand the strength it takes to stand and have their voice heard
4. be comfortable and understand their role as an integral member of the group
5. be comfortable leading a section vs. being in a position of support
6. be comfortable taking drum solos 'in-time' and 'out-of-time'.
7. be able to read notated passages consisting of any combination of Quarter, Eighth, and Sixteenth notes, up to 120bpm
8. have a firm grasp of vocabulary under the umbrella word - percussion
9. have a firm grasp of the journey of the African drum (and other percussion instruments) to America

Essential Question

In what ways can I use rhythm and voice as tools of expression and communication?

One big question that you'll be exploring all year through all the projects?

Why is it important to be aware of what is going on around you?

Project #1 Description

What will be your first project and how does it relate to your goals?

For their first project, students will individually give an oral presentation of their instrument to the class, write a rhythm on the board and demonstrate it to the class, starting and ending with a drum break. After the demonstration, they will lead their

classmates, counting off first, then playing the rhythm together 8x, starting and ending with a drum break.

The first project relates to goals 3, 5, 7, and 9 above. By standing and presenting their instrument, the students are making their

voice heard while displaying their knowledge of the instrument in their use. By writing their own rhythm, then reading their peers' rhythms, students show their understanding of rhythmic notation, while both playing leader and following suit.

Project #2 Description

What will be your second project and how does it relate to your goals?

Students will collectively create a drum piece consisting of a number of sections, with a variety of leaders, and different drum breaks. Students will notate everything. Some students will have simpler parts than others due to the 4th - 8th grade gap.

The 2nd project relates to my program goals because the students are learning how to work as a cohesive unit. Within a unit people have different roles and everyone needs to do his/her role well because it affects everyone else's performance. While developing this project, students will learn to trust and support one another, and understand that leadership is no more important than the support that creates the platform.

Project #3 Description

What will be your third project and how does it relate to your goals?

Students will create a new drum piece consisting of a number of sections, with a variety of leaders, and different drum breaks. This time, however, they will cater their creative process to the open lyric pieces of their classmates. Again, everything will be notated. Each student will lead, and each student will support. Each student will speak, and each student will listen.

Project 3 will further build upon the environment created thus far, using rhythm not only as a tool for self-expression (via the act of drumming), but also as a support system. Though some students have an innate sense for leadership, many often need a lot of support.

This is a proposed learning model for 21st Century After-School programming. If model is implemented, TA's will hit common core targets within the first 20 minutes of their lesson. TA's have the freedom to touch on other common core targets if they please but not mandatory.

Time	Activity	Common Core	Description
2 Min	Program Board check in		T/A reviews goals with group; board will also include rules, methodology bubbles, behavior incentive chart, jobs, agenda, announcements
5 Minutes	2 Vocab words	7.L.4: Vocab Acquisition-Understanding word or deriving meaning when used in a sentence. 7.L.6: Vocab acquisition - Gather vocab knowledge when considering a word or phrase important to comprehension and expression	T/A introduces 2 new vocab words by using them in a sentence. T/A should make reference to the 2 new words throughout the lesson

5 Minutes	Master Work	7.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.	Master Work is introduced and discussed at the beginning of each class
5-10 Min	Journal Entry	7.w.3: Writing narratives to develop real or imagined experiences; 7.w.1: writing an argument to support claims with clear reasons and relevant evidence; 7.w.5: Develop and strengthen writing as needed by planning, revising, editing or rewriting	Each journal entry should include the date, vocab of the day and student reflection of master work.
60-90 Min	Activity	Teacher's choice	Teacher's choice

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Project Plan #1

Guiding Questions (*3-5 questions that will guide your project*):

Materials Needed:

Equipment checkout:

Culminating Event and Date:

Field Trip dates (include career contact):

Project Name:
Project Goal:
Final Product:
<i>Common Core Standards</i> Anchor Strands (what are the big ideas of this unit & what are its anchor strands?) CIRCLE ONE (Reading Writing SL Language other)
Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)

Project #1

Sess #	Date	Methodology	Vocabulary	Master Work	Class Outline/Activity	Learning Target
1						
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Teaching Artist Reflections

Assessment/Reflection Questions:

What were the successes of this project?

What were the challenges of this project and what would you do differently?

What are your next steps?

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Project Plan #2

Guiding Questions (*3-5 questions that will guide your project*):

Materials Needed:

Equipment checkout:

Culminating Event and Date:

Field Trip dates (include career contact):

Project Name:
Project Goal:
Final Product:
Common Core Standards Anchor Strands (What are the big ideas of this unit & what are its anchor strands?) CIRCLE ONE (Reading Writing SL Language other)
Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)

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Project Rubric (at least 6 criteria for each level, 2 each for academic, artistic and social goals)

EXCELLING	
ACHIEVING	
EMERGING	